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ABSTRACT

Papers read by three German educationalists at a workshop on "Education between Quality and Equity" are included in this document. The first, by Han Leo Reimann, is entitled "Simulated Reality: The Instructional Objectives within the Framework of Pedagogical Paper Plays." This paper describes a gaming method of simulating realistic planning and decision-making situations for adults. The second paper, by Lutz-Rainer Reuter, is "Migrants' Education as a Focus of the FRG Educational Policy between Quality and Equity." It outlines themes that have dominated West German educational policy since World War II and then focuses specifically on the education of migrants and the concept of intercultural education. Finally, the third paper, by Hans Ritscher, is called "A Concept of Basic Teaching Abilities." It discusses directions in teacher training that might be useful for developing a fundamental repertoire of skills and behaviors that enhance teacher performance beyond the level of competence in a special field or educational level. (KH)

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6/1984

EDUCATION BETWEEN QUALITY AND EQUITY

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aus dem
Fachbereich Pädagogik

(Paper of the School of Education 6/1984)

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EDUCATION BETWEEN

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Die Beiträge dieser Ausgabe wurden für den Workshop "Education between Quality and Equity" geschrieben, der von der Central Connecticut State University und der Hochschule der Bundeswehr Hamburg vom 15.-19. Oktober 1984 in New Britain/Conn. (USA) veranstaltet wurde.

L.-R.R.

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SIMULATED REALITY

The Instructional Objectives within the Framework of Pedagogical Paper Plays

Hans Leo Reimann

Preface: The basis of this contribution is represented by the results of an investigation for the application of the gaming method I conducted together with my cooperators - simulated reality as an instructional situation - during the years from 1976 to 1978.

This research project focusses on especially MONIKA BONK-LUETKENS and RAINER VAGT. These studies are an important contribution to a research project for the purpose of further developing the gaming method, for which I have been working since 1967 and that I intend to continue during the next few years.

I. Approaches to a Typology of Paper Plays

Differentiations according to functions. The paper play as: 1. Planning aid, 2. Method of control by using existing systems, 3. Didactical arrangement in training and further education. Broad differentiation according to the volumes of rules: 1. Calculable models, 2. Non-calculable models. (It is intended to deal in more detail with the organization and the working method of the gaming direction staff in the case of non-calculable models.)

II. Instructional Objectives (Report on an investigation for the application of the gaming method conducted during the years from 1976 to 1978).

1. **Knowledge** (acquisition, transfer, integration and organization of knowledge; expert knowledge; to get to know subjects and specific states of affairs/facts), for instance: - deepening of knowledge gained during a longlasting course, - integration of previously gained knowledge, - to be able to differentiate between essential and unessential information, - analysis and interpretation of facts, - independent collection of facts, - independent collection of information data, - to use knowledge already available, to close gaps of knowledge, - to become acquainted with a problem, - imparting fundamental knowledge.

2. **Self-knowledge** (self-experience; personal growth; self-definition)

e.g.: - recognition of personal deficiencies, - to change attitudes, - to discover new individual skills, - to reflect own role behavior, - to overcome one's inhibitions, - development of creativity and independence, - motivation, to catch up with personal deficiencies, - to better assess oneself and one's manner to influence others.

3. **Recognition of the Social Situation** (Experience and understanding of the social correlations and dependencies) e.g.: - recognition of the significance of solidary action, - recognition of dynamic, social, and economic processes, understanding the complexity of political decisions, - experience of the fundamental problems of dependent work, - to make aware of de-solidarization mechanisms, - to recognize the complexity of international policy, - recognition of complex actual correlations, - to develop a certain consciousness of social problems.

4. **Planning and Decision Capability** (skills related to organization) e.g.: - training of decision-making and action, - to be able to make decisions, - indication of the nature of the decision making process, - to be able to organize work routines, - thinking in major organizational correlations, - to create a certain consciousness of the consequence of decisions made, - understanding of decision-making processes, - planning processes related to space, time, financial means and personnel.

5. **The Political Capacity to Act** (Development of political interests; practice of political rules) e.g.: - development of political interests, - practice of democratic behavioral patterns, - training of democratic methods of fight, - to reduce political apathy, - capability and preparedness for cooperation within the democratic society, - to be able to take a position on a political subject, - empathy for the political opponent, - to change political attitudes.

6. **Capability of Cooperation** (communicative competences) e.g.: - to be able to negotiate with other groups, - rhetoric conduct of negotiations, conduct of discussions, teamwork, - preparedness and ability to cooperate, - training of discussion and articulation, to learn cooperation, - to practice social behavior, - solidary behavior, - social responsibility.

7. **Capability of Enduring Conflict** (knowledge of and dealing with social conflicts, divergencies, contradictions, problems and solution potentialities) e.g.: - interaction problems between individual groups having diverging interests, - dealing with other representatives carrying certain roles, - to absorb flexible countercurrents and other interests and convert them into compromises, - knowledge of conflict potentialities between individual groups, - to present different roles and interests, - alternatives to a real existing problem, - to learn to experience and to evaluate one's own behavior connected with social conflict situations, - preparation of objective arguments in favour or against a certain position as well as potential compromises.

8. **Capability of Acceptance** (tactical - strategic behavior for the purpose of maintaining one's own interests) e.g.: - to take the initiative due to certain events and information, - to learn tactical-strategic behavior, - defense of the role interest, - development of alternative courses of action, - practice of rhetoric and tactical behavior, - self-maintenance, capability of acceptance with respect to a balanced participation within individual groups, development of tactical capabilities in gaining acceptance of interests, - technique of the conduct of conversation or the tactical proceedings, to gain acceptance of one's own interests.

9. **Specific Abilities, Skills and Knowledge** (related to subjects and institutions) e.g.: - knowledge of the gaming method, - to practice the dealings with labor rules, - basis for the finding of marks, - evaluation of diagrams, statistics etc., - dealings with maps and text material, - to be able to develop instruments of control, - knowledge of the internal structure of an institution of adult education.

III. The Individual Working Phases in a Paper Play

1. Development of the setting, 2. Situation study and strategy discussion, 3. Simulation process, 4. Evaluation (It is intended to deal in more detail with the problem of the development of a strategy.)

Literature: Hans Leo Reimann, Monika Bonk-Luetkens, Research project for further development of the gaming method in the area of pedagogics and social planning. Intermediate report, published by the Hochschule der Bundeswehr Hamburg, Holstenhofweg 85, D-2000 Hamburg 70, 1978.

SIMULATED REALITY

A Contribution to the Capabilities and Limits of the Application of the Paper Play within the Framework of Adult Education

The paper play is a method designed to make complex systems and complicated processes transparent, in which human decisions and actions are required, to examine the consequences of decisions made, to find solutions and to prepare alternatives of action. In the military area, there have been available - after much older forrunners - applicable war games in the modern sense since the beginning of the 19th century.[1] In the area of economics, there have been available simple simulation models in the form of playing with fictitious firms on the level of commercial recruits since the twenties of this century. Only in the fifties it was possible to succeed in conceiving major business games with which to simulate the market.[2] Today, such economic paper plays are primarily applied for training managers and top executives. In planning and decision preparation, however, the paper play does frequently not yet meet the requirements. The reason for this is that we did not succeed so far in exactly formulating the enormous number of variable factors which must be expected while simulating the market. However, as soon as the fixation of some of those factors is accepted - which, of course, can be accepted in their use for training and education -, during major business games, e.g. "Topic I" conducted by IBM, an impressive simulation capability is reached today.

During the past five years, different authorities have been attempting to develop the paper play as a usable method for the purpose of youth services, adult education, and schools. For three years, systematic experiments have been conducted, in connection with the method of paper play, at the "Pädagogische Arbeits- und Forschungsstelle für Jugendhilfe und Erwachsenenbildung, Vlotho/Hamburg"[3] in the following three areas:

1. Youth service and adult education
2. Economics and administration
3. Schools

Examples for these experiments were, on the one hand, taken from staff exercises and maneuvers of the military area and, on the other hand, from modern business games. In conceiving the volume of rules it was started out from the fact that, usually, a computer is not available, 2o to 7o gaming participants will cooperate, 3 to 7 days are available, the evaluation is expected to be done immediately after the game and the decisions made by the direction team can be controlled afterwards by the gaming participants.[4]

The purpose of this paper is to draw the attention of teachers in the adult education to this new method which, under certain conditions, offers considerable advantages over other working methods.

A Contribution to the Technique of the Game

In the paper play, it is started out from a given setting which, at the beginning of the game, is available in a written form: the "complete setting"[5], together with the information identically phrased and given to all gaming participants, and the "special settings" for each individual playing group, together with those information making known only to one playing group. With this organization and handling of the given information, it is intended to take into consideration the fact, that, in reality, each group of persons, with respect to their own life sector, has an information lead as compared to all other groups.

Rules of the Paper Play[6]

(In this paper, only those rules are taken down which are passed on to the gaming participants at the beginning of the game. These rules are more or less basic ones.

1. The game is conducted between several groups of participants under supervision of the direction team.

2. During the game, the direction team may feed further information into the game. Thus, they simulate the social environment. If it becomes necessary, they themselves can assume the representation of additional positions.

3. All decisions made by the individual groups are written on printed forms. The original form and two copies are handed to the direction team; after having taken due note, the direction team passes the original form to the addresses and files two copies a) according to the senders, and b) chronologically.

4. During the game, any direct contact between the individual playing groups is generally excluded, in order to ensure a meaningful course of the game. During the breaks, the participants are not allowed to speak about the game. Breaking this rule would require its termination.

5. The consequences of decisions made on a game situation are evaluated by the direction team, because only they can assess how the entire gaming proceedings and the behavior of the individual groups participating are influenced by these consequences. The decisions made by the direction team are binding upon all groups. Serious concerns of the gaming participants against a decision made by the direction team can be passed on to this same team under the heading "rules of procedure". In controversial situations during the gaming procedure, the umpire not belonging to any of the parties, takes the final decision.

6. If the decision made by the umpire is not accepted, the plenary session consisting of the gaming participants must be called upon in order to come to a final decision.

Pedagogical Chances of the Paper Play[7]

So far as the paper play is intended to not only serve relaxation and stimulation, e.g. simple terrain or town plays, it must be started out from the fact that the concept of the setting, the familiarization with the problems connected with the situation to be played through, the gaming proceedings and the evaluation are inseparably linked with one another. Those who pay only too small attention to one of these four working cycles, do not fully use the capabilities involved in this method.

According to our experience previously made with the paper play so far, the pedagogical chances of this working technique can be roughly summarized as follows:

(1) The stimulation for articulating the knowledge prevalent in the group of participants is particularly strong. The knowledge and ideas presented by the individual in view of the arising problem are usually also fed into the game. This could primarily be for two reasons: a) In the relatively relaxed atmosphere of a small playing group consisting of 3 to 5 persons, the inhibition to talk freely is relatively low, also with respect to persons less trained in free talk; b) the objective interest is supplemented by a certain gaming ambition which is, for instance, also shown when playing chess or soccer. Neither group wants to "be outdone". The chances involved in the game will be used by each group, if possible.

(2) The constraint to contemporarily identify oneself with the role of persons who act under other than the usual own motives and live under completely other prerequisites and conditions, causes the playing participants to cope with the solution of problems with an attitude completely new to them.

(3) The incentive to consider each problem under different aspects and to look for a possibility of solution considering all known prerequisites, is reinforced by the reaction of the other playing groups to thoughtless or only unilaterally considered decisions by which each group has very quickly its back to the wall by the other playing groups.

(4) During the game, many possibilities emerge to put into the game certain subjects with inherent problems which would otherwise be offered in a normal briefing, or to present them during the evaluation in the discussion period of alternatives of action.

(5) The participants enjoy the paper play. It is real fun for them.

(6) Misunderstandings, gaps of knowledge, prejudices and dubious generalizations become fully transparent within the framework of the problems played through under the aspect of careful evaluation.

(7) With respect to great differences in foreknowledge, intelligence and capability of the participants, those pedagogically responsible have available favorable possibilities to individually coordinate the degree of difficulty of the tasks placed before the individual during the gaming proceedings, and to render aids which can thus be individually coordinated.

Hazards, Risks and Weaknesses Involved in the Method of the Paper Play

(1) Both, the direction team and the umpire, are given the opportunity to manipulate the participants more intensively and moreunconcpicuously than with other working methods. During a paper play, political and social conflicts can be solved covertly or unrealistically, as far as both, the direction team and the umpire, see fit.

(2) With a bad concept of the setting in hand, it can happen that certain groups never enter into full swing in the course of the game, because the game goes past them, or may be certain groups are outma-

neuvered long before the discontinuance of the game in such a manner that they no longer have any courses of action; consequently the motivation for continuing the game would get lost. In these cases, a considerable number of the participants would be disadvantaged.

(3) It is impossible to realistically simulate all the factors efficient in reality in a paper play. This is no problem of effort, but must primarily be attributed to the fact that the reaction of certain political and social positions is not calculable in reality. This weakness is primarily serious or even decisive when the paper play is indeed used for planning purposes. This lack cannot be eliminated even with the greatest efforts because certain positions, e.g. governments, workshop managements, mass assembly of people, decision making bodies of social institutions, do not tell previously and often do not know themselves how they would decide, but release their opinion only when they are inevitably confronted with a decision in a serious situation.

(4) Guaranteeing perfect gaming proceedings requires numerous relatively stupid filing works in the direction team. This paper work accumulates especially when the individual groups play rapidly and when the direction team prepares the evaluation already during the game.

(5) The playing organization requires perfection to a high degree if the entire game is not to fail and thus, the interest slackening within the playing groups. Normally, however, the study of the complete rules of the paper play cannot be expected of the participants, and mostly, this is also impossible for reasons of time.

(6) The paper play offers only little opportunity to impart new knowledge.

(7) The spontaneity of the participants will be affected by the requirement that all the game movement must be conducted in writing.

(8) The paper play can confirm prejudices existing among the participants and thus, contribute to rather strengthen than to remove them.

(9) The paper play is a method requiring great effort; many representatives of educational measures are not capable of making this effort, and others - being capable - doubt whether this effort is justified.

Comments and Recommendations concerning Hazards, Risks and Weaknesses of the Method of the Paper Play

ad 1. As far as we consider the matter, this hazard cannot be eliminated. The best guarantee against this, however, is a critical mind of the participants. However, in the design of the setting and in the rules, sufficient opportunities must be given in which this critical mind of the participants may become effective. In this connection, the following has proved to be a success:

a) The group of participants or at least one project group chosen by this group, together with experts experienced in conducting games, prepares the setting. The background material is collected by the group of participants and only supplemented by experts. (Laws and commentaries, surveys of political and social data, publications as to the problems to be expected in the game, among others.).

b) The participants can protest against factual decisions made by the direction team with the umpire. He examines the fundamentals of decision and can reverse or confirm the decision taken by the direction team.

c) The participants can protest also against the decision made by the umpire. In this case, the game will be neutralized and a plenary session of all the participants called. The direction team, the umpire and the protesting group present the contested problem to all those assembled. It is then determined by the majority from which decision the participants of the game should start out in their further proceedings.

d) The evaluation does not begin with a situation report presented by the direction team. Rather, at the beginning, the playing groups represent themselves in dealing with the following questions: What did you want as a result? Which were your most important decisions during the game? Which decisions made by other groups especially affected you? Which groups gave you their support? Which groups worked against you? The direction team only supplements these reports.

ad 2. This danger can be prevented by careful and proficient preparatory work. If this lack should, nevertheless, become apparent during the game, it is important that the direction team recognizes this lack very quickly - which is not normal due to the sometimes hectic playing proceedings - and then tries to remove the disadvantage by additional inputs. In order to avoid any misunderstanding it should be noted: the task is not to provide social marginal groups, which nearly have no opportunity of effort and inf'uence exactly those means, but the sole intention is not to plan the playing groups in such a manner that they practically cannot participate in the game or to give groups having completely finished their play a new gaiming chance in case it is intended not to discontinue the game at that time.

ad 3. In a paper play, at best, the model of a deliberately chosen sector of reality can be prepared - never the entire reality. For the purpose of the gaming proceedings, this need not be a disadvantage according to our experience, if it is possible to present the actions of the simulated positions rather true to reality.

This fact, however, is very significant if one is about to take disadvantage of the results of a paper play for the real practice. In such a case, it must be carefully weighed what factors to be expected in practice have remained unconsidered during the paper play. In case special importance is attributed to the immediate applicability of the results, it is recommended to examine in a series of paper plays in which different, but overlapping sectors of reality are simulated, whether the results and the courses of action considerably differ from each other by also considering other factors. With this technique, a better applicability in practice can be expected.

By studying the paper play documentations published by us, it turns out, however, that an immediate closeness to reality with respect to the outcome of the game in closely adhering to the rules can be expected as well, of only a few essential positions from which a conflict is settled, are simulated during the game and all the other positions neglected. It is important that every organizer of paper plays should clearly realize the limits of this method and not attach wrong expectations to the outcomes of the game at the same time ensuring that these limits are very clearly shown to the playing group during the evaluation.

ad 6. This is correct. Where it is especially important to primarily impart knowledge, other methods should be applied. Some opportunities for imparting knowledge, however, are also offered during the paper play. Thus, the participants can be given some texts copied for the purpose of preparation, the game can be discontinued, and an expert can directly present the participants new information on the problems having emerged, during this break; the same can be done during the process of evaluation.

In summary, it can be stated that the paper play is better suited to play through alternatives of action, consequences of action, and problem solutions on the basis of a certain knowledge in a conflict situation than to impart new knowledge.

ad 7. Where it is especially important to create optimum conditions for the spontaneous mode of expression of the individual participant, the role game and the discussion in small groups should be given preference over the paper play. Some opportunities of spontaneous expression are offered also by the paper play: first of all, within the individual playing group when considering the next movement, but also in oral discussions between group representatives or entire groups as well as during the evaluation which, essentially, is a discussion. The chances of the paper play, however, lie undoubtedly hidden in the well-weighed written mode of expression rather than in the spontaneous oral expression.

ad 8. If the participants can be guided by prejudices in their actions and are successful or bring about the reaction by others confirming this prejudice, this is correct, if none of the participants recognizes the prejudices as such and reveals them in a convincing manner. Small chances are offered during the proceedings of the game, better chances during the evaluation. Whether the disclosure of prejudices actually succeeds, remains questionable and is primarily dependent on the capability and preparedness of criticism shown by the participants. In a paper play without an appropriate evaluation, the danger is undoubtedly great that existing prejudices are reinforced. During an appropriate evaluation, this danger - as far as we could previoulsy see - is not greater than applying other pedagogical methods; it is more likely to be minor because the statements and expressions in which prejudices can appear are represented in a written form and can be analysed very calmly during the time between the discontinuation of the game and the beginning of the evaluation. According to our experience, an appropriate evaluation takes at least as much time as the conduct of the game. If at all possible, approximately double the time should be set aside for evaluation.

Within the framework of our work, it has proved to be a success, above all under the aspect of the danger discussed in this connection, to prepare the conflicts and problems emerging during the paper play before the beginning of the paper play, together with the methods of group work according to the texts available as well as with briefings and subsequent discussions. However, this presupposes that for a meeting during which the participants should proceed like this, at least 6 days are available.

ad 9. If smooth proceedings are to be guaranteed and a thorough evaluation rendered possible, a paper play requires considerable effort. What is required in detail, can be seen from the documentations published by us. The most essential cost factors are these:

1. The space required for both, the playing groups and the direction team,
2. portions of salaries or fees for 1 to 5 cooperators experienced in games,

3. office rooms for the paper and copy work necessary,
4. portions of salaries or fees for experts who cooperate in the concept of the setting and make available the necessary data as decision aid for the direction team.

Under the aspect of the demonstrations of the method conducted and the documentations of paper plays published by us, it must be considered that, within the framework of a scientific setting of a task, we develop and test pedagogical methods and make experiments with them. This requires that we usually must aim at a perfection when preparing, pertaining and evaluating the paper plays conducted by us which may not be necessary everywhere in the practical application within the framework of educational programs.

The effort presently considered by us as being the optimum can be gathered from the paper play documentations entitled "Strike in the XYZ Factories?" and "7oo Year Anniversary Celebrations of Y Town". For these games, three cooperators experienced in games and a designated number of other cooperators were required. The minimum effort with which a paper play can be conducted, is to be gathered from our documentation entitled "Wild Cat Strike in the XY Corporation". Here, it is demonstrated how eight persons - only one of whom had some knowledge of the paper play -, make a pedagogically remarkable attempt[8] with this method and working technique. The problem to have available sufficient typewriters can be solved most easily by asking the individual participants to bring along, if possible, their own portable typewriters.

For those who want to apply the method of the paper play in practice, the justifiable effort may lie between the efforts considered by us as being the maximum and minimum efforts. As far as an institution can employ two full-time or by-job cooperators experienced in games, the financial effort for a paper play should hardly exceed the costs of a meeting during which official advisors and group leaders are employed. Certainly, the effort is not greater if a setting already existing is chosen and the playing groups are formed by only approxi-

mately three persons so that it is possible for them to work, if required, in those rooms where they are accommodated. This means practically that the number of participants would have to be approximately 3o persons in the settings developed by us.

The Working Atmosphere during the Paper Play

The audience noticing only external matters, is immediately aware of the fact that in an institution in which a paper play is conducted the atmosphere is quite different from that one being noticeable during a course.

The observer realizes that the corridors are continuously buzzing with life. (The printed forms for the movements are taken from the groups to the direction team and from the direction team into the groups.)

Such an observer notices that, within the groups, three to five persons brood over files and papers, two persons discuss a given subject and somebody sits at the typewriter and types clean copies from slips of papers or attempts with great effort to write down sentences from the simultaneous dictation of three persons. There is an uninterrupted to and fro. Notes on movements are brought in and taken away. In most cases, those movements coming in are read aloud by the member of the group who has taken it. The group reacts with expressions of disapproval, spontaneous approval, laughing, dirty language or thoughtful discussion.

The external appearance resembles either an office, a student's digs or a niche in a coffee shop, at least not a normal discussion group. The direction team gives the impression of an open-plan office in which people are creating a somewhat hectic atmosphere.

If such an observer looks at it more closely, he gains the impression that, with a considerable effort made with printed forms, copies, files, mail baskets and typewriters rattling without interruption, this place is buried in red tape.

In no case, the association of "school" will emerge which immediately comes into one's mind with respect to many courses.

In this external appearance, numerous factors which are pedagogically relevant, become apparent:

1. The rhythm of working corresponds to the rhythm we know from our everyday working surroundings.
2. With the task set, it is never intended to have to learn something, but to cause something. The participants are not aware of the fact that, in doing this, they learn something. This is the same with our practical work we do somewhere else.
3. The suitable argument in itself has no effect yet, for it is always important to get it accepted within the reality of the game.
4. The demands made on the participants are not evenly great. Many tasks of very different degrees of difficulty have to be solved.
5. The success of every group depends largely on how it solves the problem of self-organization and distribution of work.
6. Apart from the first playing phase, all decisions are taken more or less under great pressure of time. Therefore, the participants must work efficiently if they want to succeed in putting the ideas emerging within the group into the game.
7. During the game, those pedagogically responsible can interfere in the game only within the framework of the given rules. Practically, this means self-control to a considerably higher extent of those participants in the paper play, comparing them with the students of a normal course.

ANNEX

This contribution is based on:

REIMANN, Hans Leo, Simulierte Realität, in: Erwachsenenbildung 2/71, S.53-73.

REIMANN, Hans Leo, Lernziele bei pädagogischen Planspielen, in: Proceedings in Operations Research 9, Hrsg. Schwarze, J. u.a., Würzburg 1979, S.657-66o.

1) THOMAS, Clayton J., "Military Gaming" in PROGRESS IN OPERATIONS RESEARCH, Vol. 1, published by Russel L. Ackoff, New York - London, 1961. A rough outline is also given in Bleicher, Knut, "Unternehmensspiele, Simulationsmodelle für unternehmerische Entscheidungen", Baden-Baden, 1962.

2) Cf. BLEICHER, Knut, ibid., p.25 ff.
New literature on paper plays in the pedagogical area C. Wolfgang Müller, "Entscheidungsspiele in der Jugendarbeit", Deutsche Jugend, March 1968, H.3. VOLK, Hubert/WEBER, Gottfried: "Zwei Entscheidungsspiele", Deutsche Jugend, April 1969, H.4.
BAER, Ulrich, "Ein Modell für emanzipierende Erziehung, das Entscheidungsspiel, deutsche Jugend", September 1969, H.9.
REHM, Max, "Das Planspiel als Bildungsmittel", Heidelberg 1964.

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(1) "Konfliktlösung in einem Haus der offenen Tür". Responsible: Dr. Hans L. Reimann, Kurt Fischer and Gunther Degreif, "Pädagogische Arbeits- und Forschungsstelle für Jugendhilfe und Erwachsenenbildung", Vlotho/Hamburg; March 1969 (out of print).
(2) Paper Play Documentation No. 2 "7oo-Jahr-Feier in X-Stadt" - Political and Social Conflicts under the Aspects of Official Functionaries - Responsible for the preparation, conduct and documentation: Dr. Hans L. Reimann, Kurt Fischer and Diether Pflanz, Pädagogische Arbeits- und Forschungsstelle für Jugendhilfe und Erwachsenenbildung, Vlotho/Hamburg. Cooperation in the evaluation:

Herbert-Fritz Mattenklodt, Ansgar Rank, Jürgen Engeln; May, 1969.
(3) Paper Play Documentation No.3 "7oo-Jahr-Feier in X-Stadt" - Political and Social Conflicts under the Aspects of Official Functionaries - Responsible for the preparation, conduct and documentation: Dr. Hans L. Reimann, Wolfgang Allerkamp, Georg Rögler and Diether Pflanz, "Pädagogische Arbeits- und Forschungsstelle für Jugendhilfe und Erwachsenenbildung", Vlotho/Hamburg. Cooperation in the evaluation: Kriminal-Oberrat Heitmann, Polizei-Hauptkommissar Hölter, Kriminal-Obermeister Handke and Polizeimeister Kotzur; August, 197o.
(4) Paper Play Documentation No.4 "Wilder Streik in der XY-AG" - Responsible for the Subject: Hartmut Siemon; June, 197o.
(5) "Streik in den XY-Werken?" Responsible for the preparation, conduct and documentation: Dr. Hans L. Reimann, Gunther Degreif, Kurt Fischer; June, 197o.
(6) "7oo-Jahr-Feier in Y-Stadt" - Responsible for the preparation, conduct and documentation: Dr. Hans L. Reimann, Wolfgang Allerkamp, Kai Jungjohann, "Pädagogische Arbeits- und Forschungsstelle für Jugendhilfe und Erwachsenenbildung", Vlotho/Hamburg. Cooperation in the preparation and conduct: From the "Landschaftsverband Rheinland" - from the "Aus- und Fortbildungsreferat": Wilhelm Dübner, Karljosef Quast, Wolfgang Denkler; in the project group: Horst Block, Klaus Dernbach, Gottfried Jülich, Horst Lambers, Klaus Lewin and Elke Zeissig; in the game analysis: Aloys Fritsch; from the "Landschaftsverband Westfalen-Lippe": Herbert Mattenklodt; August, 197o.

5) As an example of the construction of a setting, compare the following text of a typical situation:

SETTING (known to all the participants)
In a little town with approximately 25.ooo inhabitants, there are to take place the 7oo Years Anniversary Celebrations in five days' time. These celebrations have been planned for a long time and are scheduled to last two days. They are intended to be held mainly in the rooms of the new secondary school, the youth club

next to it, and in the adjacent marketplace where a fun fair is taking place. The printed program provides for the following functions:

SATURDAY

In the morning: Working groups discuss current political and social problems in the school and in the youth club.

(Preparation: schools, association of youth organizations)

In the afternoon: heats and final contests of sports competitions.

(Preparations: sports' club, schools); concurrently, the fun fair.

In the evening: Panel discussion with outstanding politicians and representatives of the working groups who sat in the morning.

(Preparation: Parties, schools, association of youth organizations). Concurrently the fun fair.

SUNDAY

In the morning: Bandstand concert of the bands of the Freiwillige Feuerwehr (voluntary fire-brigade), the police and the Bundeswehr. Parade through the main streets of the town.

(Preparation: Clubs - riflemen's association, horsemen's association, sports club and others - schools, association of youth organizations). Later on, there is the opportunity to have a snack in a big tent at the fun fair.

In the afternoon: Games and dancing for the children in the rooms of the school and the youth club. At the same time, the fun fair is on.

In the evening: Guest performance of the regional theatre in the school auditorium. Thereafter, dancing in the rooms of the youth club. At the same time, the fun fair is on. At 11 o'clock p.m., display of fireworks and subsequently dancing until the small hours of the morning.

Suddenly, the smooth proceedings of the functions seem to be jeopardized. The following has happened:

1. The rehearsals of the fire-brigade bands were interrupted by a group of pupils and students with grasshoppers and stink bombs thrown through the windows. In doing this, they were supported by a gang of rockers. It came to a heavy brawl

with a subsequent employment of the police. A student was committed for trial on a charge of resistance to public authority, disturbance of public order and attempted arson. Against several pupils charge is brought on for similar punishable acts. Two pupils were seriously injured and had to be hospitalized. Against three members of the voluntary fire-brigade charge is brought on for assault and battery.

2. An "Unterprima" (eighth form at a German secondary school) and an "Oberprima" (ninth form and final year at a German secondary school) have not appeared for their classes. Instead, the pupils distribute leaflets on which the population is called on to save the money to be spent for the functions and to transfer it to a special bank account for the purpose of aid to Biafra. On the leaflet, disturbances of all the festival events are announced.
3. The keyholes of the front doors of the school and the "Haus der offenen Tür" are plugged with a hard plastics adhesive.
4. In the lighting circuits of the festive illumination at public buildings, short-circuit connections are installed which are difficult to find.
5. On the roof of the town hall, a Vietcong flag has been fastened at a point hardly accessible.
6. Anti-authoritarian slogans have been written on many house walls and building fences.
7. A group of anti-authoritarian pupils applies for a room in the "Haus der Jugend" in order to prepare the shifting of the celebrations into a festivity of peace.

Playing Groups:

1. Leading officials of the town (youth, school, police)
2. Festival committee (club presidents, local government politicians, businessmen)
3. Youth workers, pedagogical personnel of the "Haus der Jugend"
4. Teachers of the town's secondary school
5. Association of youth organizations of the town
6. Extremist pupils and students
7. Rockers
8. Direction team

Special Information for the Individual Groups Only
For the Purpose of Familiarization with the "Roles"

a) **Playing Group 1**
Leading Officials of the Town (Youth, School, Police)

For special occasion, the leading officials of the town have formed a committee meeting informally from time to time during which organizational problems are discussed for the purpose of better coordinating the official work. In order to prepare the celebrations functions of the Anniversary, this committee has already met for several times in order to ensure a smooth course of these locally meaningful events. Some of the officials are interested to see that the program runs off smoothly for personal reasons, because senior governmental representatives are expected as guests, and their being favourably impressed could have a positive effect on potential chances of promotion.

b) **Playing Group 2**
Festival Committee

All the town's clubs have delegated members to the festival committee which, also in the past years, prepared public festivals, fun fairs and major sports events, in order to organize the entire course of the Anniversary. The following clubs have delegated representatives to the committee: riflemen's association, local tourist society, sports club, fire-brigade, choral society, civic association. In addition to some of the local government politicians, the GHG (Gemeinschaft Handel und Gewerbe: an association of businessmen of retail shops and tradespeople) have also delegated representatives to the committee. Besides, some of the committee members sit also in political bodies of the town.

Compared to all the other associations and clubs, primarily the local tourist society founded only a short time ago is interested in an impressive and successful course of the festival events, because it expects a stimulation of tourism and an effective tourist publicity.

c) **Playing Group 3**

Youth Workers and Pedagogical Personnel of the "Haus der Jugend"

The youth center is an institution of the town. In the past, also businessmen considerably supported the youth work of the town and the center by financial contributions and gifts in kind. In addition to the city's youth worker, the director of the institution, together with another cooperator and two junior assistants (Praktikanten), have full-time jobs. They are supported by some by-job aids. Both, the youth worker and the director of the institution consider the youth work in the center as open for all adolescents, whereas the youth group representatives rather tend to a priority use of the youth center by their groups. The opinions of the youth center's personnel with respect to these disturbances on the occasion of the Anniversary are divided; generally, however, these views tend to be regarded in a more conciliatory attitude.

Some of the young persons engaged in the disturbances are known to the personnel as guests of the institution. The committee of the joint responsibility between pupils/students and teachers sits in one room of the youth center for their regular meetings.

In the town, rumors are running that the actions had been planned in the youth center.

d) **Playing Group 4**

Teachers of the Town's Secondary School

The town's secondary school is an educational establishment emphasizing modern language and science. It is maintained by the municipality. This school is overcrowded, and, due to works for an enlargement, shift lessons had to be arranged for some time. Because of a shortage of teachers, especially for natural science subjects, many regular lessons have to be cancelled.

Nearly the whole teaching staff is surprised by the anti-authoritarian activities of some of the pupils. Only one teacher (Referendar)*)

*) Translator's Note: Belonging to a certain group of teachers at secondary schools having passed the first state examination and still undergoing training

has warned his colleagues during an earlier meeting that such tendencies can be observed among the pupils. At that time, however, his fellow teachers had not believed him.

In a teachers' conference called quickly, it becomes apparent that the teaching staff differs in its views on disciplinary actions. The majority, however, considers a severe punishment of the pupils involved as necessary even an expulsion is not excluded. This view is opposed primarily by some of the younger teachers, some of whom maintain close contacts to the population due to their political educational work in town, primarily within the framework of adult evening classes (Volkshochschule) and another educational group.

e) **Playing Group 5**
Association of Youth Organizations of the Town

All the organized youth groups of the town are represented in the association of youth organizations of the town. The membership is a prerequisite for the allocation of subsidies out of the municipal budget. All the youth groups use the youth center. They take the view that it should not be considered as "House of Welcome", but must, above all, be reserved for the organized youth work, with occasional open events as a concession.

Institutionalized connections to the anti-authoritarian groups of pupils do not exist, although some of these pupils who had been involved in these actions, also cooperate in the youth groups.

f) **Playing Group 6**
Extremist Pupils and Students

An extremist group of pupils has, previously, hardly made itself felt at the secondary school. Three attempts initiated by some of the pupils of this school, together with the help of some students living in the same town to establish an AUSS (Arbeitsgemeinschaft unabhängiger und sozialistischer Schüler - Working Association of Independent and Socialistic Pupils), did not succeed. Due to a lack of members, this Association was again dissolved.

The students involved in these actions were nearly exceptionally pupils of this secondary school until passing their "Abitur"*) and are now studying at the university of the neighboring town. Most of them live with their local parents.

g) **Playing Group 7**
Rockers

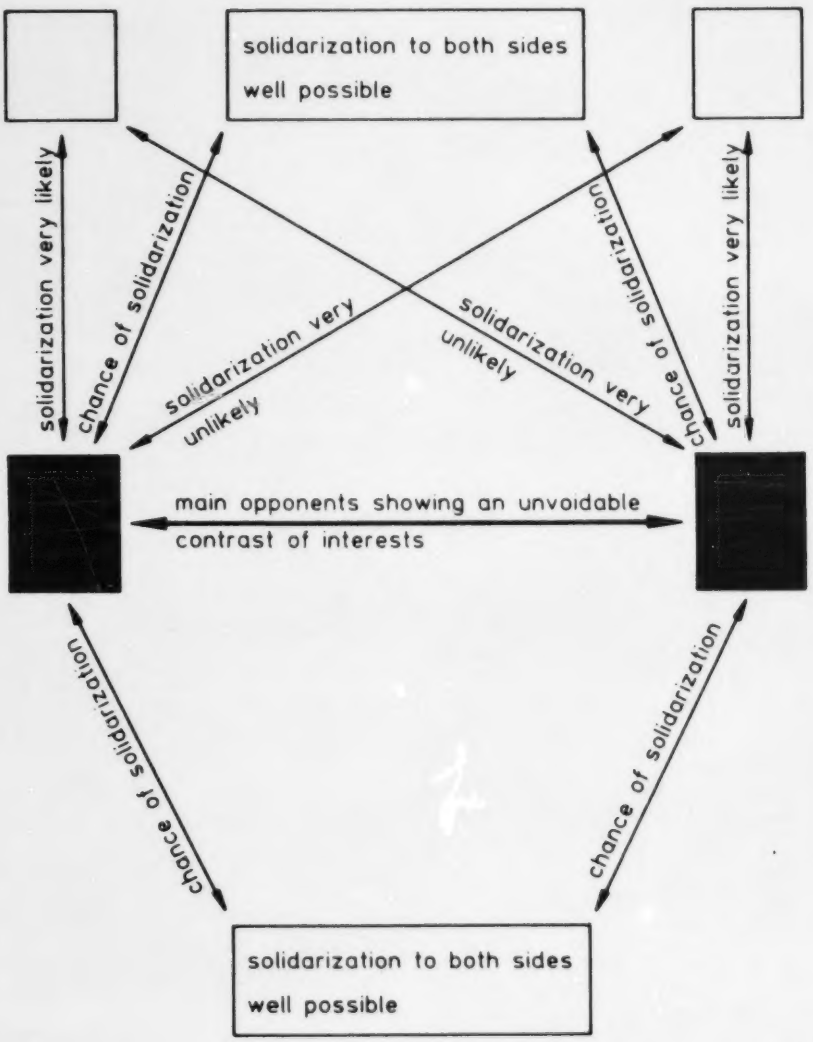
The rockers belong to the town scene. Due to their leather clothes, the noise of their mopeds and their motorbikes as well as their appearance in gangs, especially in front of certain saloons or bars at night, they have attracted the unfavourable attention of the citizens. The citizens avoid to meet them, if at all possible. As, however, the rockers could not be proved any punishable offense, judicial action has not been taken against them so far.

They appeared in front of the institution during several public events in the youth center without having permitted to be integrated or showing a tendency to participate.

They are to have loose connections with rocker groups in neighboring communities.

*) Translator's Note: Secondary School-leaving examination or graduating from a secondary school

Conflict Structure


solidarization to both sides well possible
solidarization very likely
chance of solidarization
solidarization very unlikely
solidarization very unlikely
chance of solidarization
solidarization very likely
main opponents showing an unvoidable contrast of interests
chance of solidarization
chance of solidarization
solidarization to both sides well possible

direction team:	remain neutral against group interests
umpire:	and objectives

MIGRANTS' EDUCATION AS A FOCUS OF THE FRG EDUCATIONAL POLICY BETWEEN QUALITY AND EQUITY*

Lutz-Rainer Reuter

* To give a general basic information about the topic for the workshop discussions there were presented and sent to Central Connecticut State University two papers in advance concerning (1) Educational Policy and Educational Law 1969-1978. (In: Neue Politische Literatur Vol. 1979, p.48 ff.) and (2) Labour Migration and the Role of Education. (In: Beiträge aus dem Fachbereich Pädagogik der Hochschule der Bundeswehr Hamburg 1/1984). Therefore the paper concentrates **first** on the general panorama outlining the longterm developments of post war educational policy in West Germany in some abstracts of the dominating educational policy themes within the last two decades and **second** the educational chances of migrants which are focussing the workshop program; within this context I have stressed the aspect of the intercultural learning of migrant children.

The late fourties of West German educational policies of the 11 Laender (i.e. single states, because the federal state has nearly no fundamental competence regarding school or university policy) were determined by the immense war destruction and specific after-war problems. Although educational policy was theoretically decided and controlled by the three allied military administrations, its influence on educational reforms was quite limited; the so-called reeducation policy was successful only in eliminating specific elements of military and nazi ideology, but there was nearly no long term success in democratizing the vertically divided school system respecting the social class system. It does not seem to be effective to educate a nation for democracy from outside. So, restoration and reconstruction in the sense of the first democratic German constitution of Weimar 1919 described the dominating political and social interests in educational policy. Between 1955 and 196o the traditional German school and university system was reestablished and standarized between the single states in some of the most important questions as i.e. school year beginning, length of compulsory school visit, and types of schools. The figures of pupils, students, teachers, and professors, schools and universities were already increasing; reforms stayed poor and without structural importance. So, the educational system at the beginning of the sixties can be described as conservative and restorative in its vertical structure, elite and unequal in its qualification, emancipation and allocation functions. After the four years primary school only about 1o % of the children were visiting the scientific branch of secondary or high school (the nine years gymnasium), the other were visiting four to six year secondary schools (the six years Realschule/middle school and the four, later five and now in some states six years Hauptschule). The first continued their education in the traditional universities, the latter in the German dual vocational system of compulsory 3 1/2 years professional schools and apprenticeships. Only 5-6 % of male and 2-3 % of female workers' children graduated in the scientific branch of high school and started university programs.

The early sixties opened educational reform discussions. The so-called Sputnik-shock induced anxiety of a deep technological gap and in consequence economic disturbances. A series of newspapers articles of the German philosopher GEORG PICHT focussed this feeling with the horror vision of an **educational catastrophe.** The US influenced new discipline of Educational Economy outlined following the manpower requirement approach that the West German Economic Miracle of the fifties based on labour qualification of West German workers and East and Middle German refugees now would be in danger because of general lack of higher level qualification in a lot of sections of labour market. This economically defined educational reform interest was added until the beginning of the seventies supported by the growing social and educational science literature about the criticized social class structure of the education system and of its severe unequality of educational chances. This research in that I took part myself resulted in social, sexual, regional and religious aspects of unequality; it outlined a big number of specific disadvantaging factors in the educational process beginning with the students' separation in three different and independent high school branches and ending with the middle class oriented curricula and teachers' language code. The political and social consequences started partly in the middle mostly at the end of the sixties, and concerned all levels and aspects of the education system; I confine my hints to some essential headwords: Experimental programs with comprehensive schools integrating the former three different school branches; reforms of all curricula; financial helps for children from poor families; publicity and propaganda for longer and better educational programs; higher perviousness of the separated school branches; development of new school types (i.e., Fachoberschule); higher diversity within the university system (i.e., three-year-colleges in techniques, business and public administration, social and educational sciences); expansion of the adult and continuing education; and last not least democratization of decision making processes within the institutions. Especially the general aspiration of the population for higher standarded graduations increased rapidly so that in the middle of the seventies especially in the big agglomerations about one

third of the pupils were visiting each of the three school branches; the general figure was 1979 about 25 % of the age group in the gymnasium (highest level secondary school), 25 % in the Realschule (middle level), 45 % in the Hauptschule (lowest level), and 5 % in the comprehensive school. The percentage of lower class students has more than doubled. This important change and the demographic development at the same time (the birth-rate of 198o is only the half of 196o) caused an up to that time unknown expansion of new school and university buildings, of teachers, university professors and students in higher education programs. Graduation figures have never been so high.

What about the outward image and development of the education system since the end of the seventies and the problems budget of educational policy within the eighties?

1. Because of the problems of public finances and of decreasing pupils' figures additional teachers necessary in the secondary schools are not occupied but unemployed.
2. The standards of more general skills and competences of graduated pupils seem to be lower because of the possibilities to specialize during the last three school years and because of their wish for good results in their special subjects in order to be able to enter the extremely required study programs (i.e., medicine).
3. The political consensus about the described developments partly was broken already 1972, in consequence of the conservative turn of events since 1976 (on federal governments level realized in 1982) there were demands to decrease the university students' figures (leadword: academic proletariat) and to increase pupils' figures at the Hauptschule, the five year lowest level secondary school branch. This school curricula of which were reformed as well, shall offer more practical programs and should emphasize the training of more elementary skills. Anymore, generally this position insists that the price for increasing the graduations on higher levels was payed by decreasing the quality; this states quality and

equity as a contrary. The opposite position insists that the qualification level in general would be higher and that equity of educational and social chances would be improved, but not yet reached.

4. The economic problems cause high difficulties to offer enough qualified apprenticeships in industry, administration, business and handcraft, and to get jobs when being professionally qualified. The unemployment rate of young people who never got a job is getting up; the negative effects on learning in school and vocational training are considerable.
5. There are still different minorities with severe unequal educational chances: young women who are partly disadvantaged when looking for qualified vocational training opportunities and for good jobs; pupils graduated from lower level secondary schools, especially handicapped youngsters and pupils who failed the final exams, when looking for apprenticeships and jobs; and last not least migrant workers' children, where social, linguistic, sexual, religious, and national factors are causing the low qualification level and in consequence a low social rank.

Before I return to some aspects of migrants' education, I shall finish my overlook with some questions reflecting current discussions.

1. What could be done to change curricula, didactic and methods to improve standard and effects of schooling, teaching, and studying?
2. Which are new additional skills and subjects that schools should offer compulsorily at the end of the century (i.e., environmental learning; computer training etc.)?
3. Is it necessary to develop and to improve special elite programs for high gifted students? Should we look for more private activities in school and university education;in other words: does quality in education depend on competition between public and private institutions? Is there empirical knowledge that equity oriented educational policy will

decrease quality in consequence?

4. What is the present situation of unequity in education (statistics; factors; minority groups); where are needs and chances for improvement?
5. What is the coming role of continuing education in maintaining and refreshing general and vocational qualifications and job chances and in offering new competences as well as in improving the equity of educational and professional chances?

Actually the most considerable quality as well as equity problems within the educational system and in educational policy are concerning the migrants population's education in all West European countries.

The total number of the foreign population of the ten European Community countries, Scandinavia, Switzerland and Austria had exceeded 15, perhaps 18 million by the 198oies; in West Germany itself there were 4.7 million migrants in 1983, according to age structure and intergenerative behavior as well as to the return of some groups there will live about 5 millions only in this country by the year 2ooo. My paper gives a draft outline of the phenomenon of post war labour migration in Western Europe, its statistical and structural developments, changes and problems, the econimics of immigration, the migration policy and social conditions of migrant families. Within this framework it describes the problems of educationa, policy in the approaches of integrating the migrant communities. Regarding the available time and the fact that you got my written paper, I renounce to summarize it and concentrate on the central educational and sociological question of interculturalism. Past and present responses to the presence of migrants in European societies both socially and educationally have been essentially reactive because of the failure foresee the consequences of attracting labour from beyond the boundaries. In some countries (i.e., Germany) the political responses have been based on the belief that migrants would come only for work and would return to their homelands; in other countries (e.g. France) they have based on the

recognition of permanent settlement but with the expectation of social and cultural assimilation. Both expectations have been fulfilled only in part and for only very small groups. More than half of the foreign communities are living 1o years and longer in receiving countries; but although most members of the foreign communities are still in the ambivalence of residence and return, of minority and migration, it now seems clear that the ethnic and cultural mix of the populations of several European countries have changed significantly and will not revert to the original situation.

Europe has always been "multicultural". The flows of migration, of conquest and of trade have run through the continent for centuries, enriching an already immense variety of cultures and cultural differences. But in result we find new national or regional identities regarding language, territory, culture and consciousness. In this sense the new interethnic and intercultural differences constitute no new phenomenon in European history, although generating conflicts and hostility within the receiving societies - and this is also no new experience. But there are differences: the grade of social and cultural, linguistic and religious diversity seems to be higher than ever - in Germany for example the migration problem focuses in the Turkish immigration; other migrant groups coming from Asia and Africa.

So a first challenge for multicultural Europe on the way of increasing the diversity is to develop a large measure of agreement on a common core of values, which is structurally necessary for surviving of any society. Where linguistic, cultural and value differences seriously impede communication, social interaction, common schooling or intermarriage, or where they cause hostility and anxiety of the host population, reinforced in a period of high unemployment, social stability and continuity is put at risk. Cultural diversity is enriching up to the point beyond which it may become divisive. Where the social policy of assimilation is pursued and minority languages and cultures are discouraged, this may give greater emphasis to social cohesion. But it requires a change of identity for members of ethnic minority groups, and involves a substantial loss of na-

tional linguistic and cultural skills. "Melting pot" policies that claim to produce a new national and cultural identity, but generally involve assimilation to a dominant culture, might be the way of integration necessarily for younger nations or states like the USA or Israel, they are inadequate for the problem of integrating "labour migrants' minorities" in Western Europe. Pluralist social policies seek culture maintainance for ethnic minority groups, either on the shorter term view to facilitate the transition to the dominant language, cultural and social integration, or on the longer term view cultural identity and diversity have an own social and individual value. The reinfocement of linguistic and cultural diversity of Europe will be a fact, I think, but the extent, quality and social consequences of this diversity will depend on the social policies pursued. These policies should concern especially the legal status and citizenship as well as the equality of access to education, housing, social institutions and employment.

Interculturalism is the main idea underlying this policy especially in the field of education; the intercultural approach is not confined to the education of migrants' children, although it does primarily concern them to the extent that intercultural education seems the most appropriate way of achieving the educational objectives of equality of chances and cultural development and identity. Interculturalism emphasizes the fact that migration concerns not only the migrants themselves, but the whole community. Idealistically it is a meeting between cultures which admittedly represents a challenge to each, but in which each might be enriched by the values of the other, provided that it is receptive to other forms of cultural expression. The intercultural approach seems to be the only approach capable of avoiding social disturbances and of meeting Europe's needs in a world of growing interchange, mobility, and interdependence. From a realistic view the intercultural approach will involve for a longer period a system of different dominating and minority cultures: the host communities' cultures with their broad original variations will remain, although influenced and enriched by the minority cultures; concerning migrant generation and grade of integration there will be more traditional minority cultures, still strongly influenced by the national cultures, and more modern minority

cultures which could be described as biculturalism. Individuals of the second and third generation will be able to live in both the culture of origin and the culture of adoption and contribute to the development of a special minority culture derived from the traditional, but in many ways different from it.

The theoretical premisses of integration by intercultural education on the different fields of migration policies are:

- Integration includes pluralims of ethnic groups, differing in attitudes and values, religion and culture, behavior and way of life;
- Integration is a mutual process, including engagement for different interests and needs as well as social contacts and cooperation in groups and communities;
- Integration is an offer to emancipation and participation within the social system of the receiving country;
- Integration includes adaption to the fundamental standards of values and behaviors of the dominating culture as well as empathy and tolerance of the migrants' cultural and moral identity and preservation of elementary aspects of their culture;
- Integration as a continuum of individual optional possibilities for the foreigners makes necessary: security in regard to permanent residence and legal status, equal rights in education and work, political participation, cultural identity, openmindedness of the members of the national society and of the foreign groups.

On this footing it is possible to outline some guidelines for a longterm intercultural education.

(1) An important challenge must be the development of a value climate to get more acceptance of diversity. In education this means making all children more aware of the ethnic variety of modern Europe, more appreciative of the intrinsic worth of other cultures, and more informed about the diverse origins of European culture.

(2) Social integration policies must stress the needs of the second and third generation and start as early as possible in solving language problems; the opportunities of foreign youth in educational and employment system significantly depend on successful activities in elementary and primary education. In schools migrants' children need teachers sensitive to a range of needs in language development involving both majority language and mother tongue. There must be well-developed programs for the different minority languages as a constitutive aspect of cultural maintenance. All foreign youth must have realistic chances of getting vocational training. Young people and adults having finished school without certificates should be able to participate in continuing education programs in the field of linguistic, intercultural and general education as well as in vocational training.

(3) Integration implies interculturalism, which means: education to tolerance and empathy; learning of the standards and social rules of the dominating culture; openmindedness for main issues of migrant cultures; knowledge about excluding social-religious rules and traditions between the different cultures; mutual cultural enrichment; a receptive and reactive attitude to the community; to place value on the cultural identity as a necessary condition for personal development; to offer equal opportunities regarding schooling, vocational training and job allocation; and last not least competent administrators, teacher trainers and teachers, equipped with a better knowledge of the culturous encountering one another.

(4) Cultural minorities will never be able to do as well as nationals for as long as educational curricula are based on cultural references that are the expression of a national heritage, which migrants cannot regard as their own. The fundamental problem is situated in the number of different languages and cultures. Successful intercultural education implies the development of less ethnocentric school curricula and text books, and a change of daily school activities which reflect the different cultural background of the minorities.

But it is necessary to stay down-to-earth: the problem of accepting interculturalism by the dominating society is fundamental; and it will be an error to believe that the educational system could manage the necessary change of social attitudes. Only in a very long term a multicultural conception of social and educational systems will be able to exert an influence on a whole society's national identity which is heavily conditioned by a range of institutions and rules and by an economic and social system which are deeply rooted in a country's history.

A CONCEPT OF BASIC TEACHING ABILITIES

Hans Ritscher

The School System has to make persons
"equal and excellent, too".
(Conant Report)

In this lecture I would like to speak about an exploration project. This project is called "Fundamental Teacher Training". The idea is to develop and prove a design of basic skills. This project wants to inquire the elements and conditions of a repertoire of acting forms and skills, that are useful for a fundamental teaching competence, beyond the level of the special field competences.

The rather optimistic idea of this project is to achieve a basic teacher training, that can be used to assure the professionality of all teaching professions and functions beyond the field of the special didactical qualifications.

Because of the unequal social-historical origins of the different teacherships a common "fundamentum" of teaching competence doesn't exist up to now, as far as West Germany is concerned.

The different tendencies and interests of cognition of the involved sciences caused the deficit, too. In the Federal Republic of Germany the former teacher training has been proceeding according to the conditions of the institutions (kinds of schools, professional life, administration, military) and "produced" partly different "teacherships", partly no specific teaching competence at all (for instance in the vocational education in the Armed Forces etc.). The increasing importance of education for a modern society makes this tradition seem obsolet because of economic and scientific reasons.

The curriculum we want to develop should become the soil-ground of further special teacher trainings. And at the same time it should build up the conditions, the special demands concerning performance and acting, as they come up in the different institutions of school. We start on the presumption that you can generate a structure of qualifications that is common to all kinds of teaching, independent of the special field as well as of the pupil's age and the institutional aim. The usual reduction of the teaching competence to special institutional conditions detracts in any case the professionality of teaching.

The University of the Federal Armed Forces in Hamburg has got some necessary conditions for this project. In the Media center there have taken place for several years explorations concerning the different teaching skills in the form of research by practising with the help of TV.

There is a near cooperation with the "Integrated District Seminar of teacher-training in Hamburg" and also with the School of Education of the University of Kiel. Moreover, the need of exploration for the qualification of teachers was identified. The carrying-through of the project is based on the following feature.

We can distinguish some general phases of teaching lessons, such as
- introduction
- the phase of defining the intentions
- the organisation of the subject
- controlling.

And we can distinguish some aspects of the teaching-versus-learning communication, like this graph will show it.

From this matrix 16 fields are resulting, and each field could be understood as a challenge for using a particular teaching ability (or skill, as you want). Here they are.

Till we come to some practical examples and do a practical exercise, I would like to attract your attention to the following theoretical problems.

Our present knowledge of the connecitons between teachers' behavior and pupils' behavior, and also between teaching qualification and learning process shows - honestly speaking - a quite discouraging picture. At present the knowledge isn't sufficient to deduce from it empirical backed consequences for good training-programmes concerning skills.

The small number of assured empirical knowledges concerning teachers' behavior

and the great number of inconsistent results of such investigations disturb teacher students as well as teachers. A lot of teachers escape this disturbance by going back to appartently time-tested routine, moreover by accepting their superior's opinion without proving it, or by struggling on anyhow.

Referring to the present empirical investigations in German and English literature I would like to lay emphasis on the following four statements concerning the problem of skills (abilities).

1. It is impossible to put up patterns of effective teachers' behavior that are independent of situations.

2. Important connections would only be achievable by counting their frequency, if the qualitative and substantial realitiy of teaching could be controlled.

3. There is only a limited transfer of the (few) investigations into the effect of teaching methods on "normal" classroom situations.

4. The effect of teachers' behavior depends on the pupils' characteristics and on other intervening variables that haven't been taken into consideration up to now.

Therefore, each teacher training operates on a basis of not enough proved hypotheses regarding the influence of pupils' behavior. That means at best some kind of experimental approach. That's the reason why we work with experiments in our didactic laboratory. In each experiment we clarify and identify (generate) the different skills within the training situation by ourselves. As already mentioned: learning by doing, investigation and research as a practical proving in the laboratory.

However, there is a methodological difficulty: in the laboratory the complex reality doesn't exist and therefore, the social and intellectual processes are reduced. On the other hand it is just the reduction that is the advantage of the laboratory: you can study the different skills quite better and mark them from each other. Therefore, you shouldn't take the reproach too seriously

that only the "surface dimension" of the communication process comes up in the laboratory.

Let me just mention something about the relation between the surface and the deeper structure of interaction.

You shouldn't think that the distinction between 16 skills is quite clear. No, that isn't the case, at all.

Just the opposite; although you can discriminate well definable skills, relevant for all of them are some basic statements of the connection of surface structure and deep structure. I will try to explain this.

With the help of a four-field-matrix you can describe "learning" as a segment of "life":
- firstly under the aspect of the agents of life
- secondly under the aspect of levels of reproduction in life. You can distinguish two agents at least - persons and procedures, as well as you can distinguish two levels at least - surface and deep structure. Out of this a heuristic model arises that admits the following statements for each of the four fields:

1. teaching - learning situations take place within language
2. teaching - learning situations can be constituted only with the help of a irreducable minimum of routine
3. In teaching-learning situations the involved persons always deal with the building-up and rebuilding of their ego-identity.
4. In teaching-learning situations there are always structured social relationships.

Those four statements which we can deduce from the four-field-matrix are relevant for all skills and learning situations. It won't be difficult to recognize this, when we now come to our practical example.

This example deals with the ability of "informing". In the laboratory we have reduced this ability to the partial ability of "being able to describe with words". Within the 70 categories that had been developed for a complex list of skills in Stanford, the ability of "being able to describe with words" belongs to the group of abilities of presentation.

Explicitly, however, an ability "to describe with words" doesn't occur in the catalogue. It comes next to the ability "clarity of explanation". Clarity of explanation shall enable teachers to express themselves as clearly as possible.

The questionnaire, worked out in Stanford, contains the following items: lack of continuity, lack of fluency, inappropriate vocabulary, vague words or expressions, explaining statements or questions, visual techniques of explaining.

Practical example: To be able to describe facts only by verbal information

In an experiment the teacher had the task to describe a figure that was unknown to the pupils. This should happen in such a way that the pupils were able to draw this figure onto a piece of paper - without having seen it. The teacher didn't admit preliminary questions, interposed questions or further inquiry.

With the help of video-films about this experiment, the involved group worked out a "set of surgical instruments" that means a survey of the most important feature of those abilities that are didactically relevant.

The carrying out of the experiment goes as follows: I would like one of the auditors to come here and conduct the little experiment with this group. Before we do that, I'll give you an example. Here is that funny graph. (see behind)

(The following is explained to the student that way that the rest of the group can't catch it.)

"Please take this graph. Please try to explain the auditors within 10 minutes (not longer) what kind of figure is drawn onto your piece of paper. You are allowed to do this with the help of words only, and please don't try to draw the figure with your hands into the air. Within the language you can use all resources that seem suitable to you in order to make the auditors know what the graph is like." This is the beginning of the experiment.

In our laboratory we carried out the experiment several times. We found out that especially the following features are important for the ability of "claritiy of explanation":

- The mentioning of a category that makes the auditor imagine a whole figure ("advanced organizer")
- The naming of the different elements
- The naming of their relationship to one another
- Rule: Refer the detail to the visualized design, the whole figure. For this the following practical explanations might be useful:

a) The teacher's language has to be clear. The pupil must not be over-charged at this point. The concequence of confrontating him, for instance, with abstract foreign words would be that he soon wouldn't listen any longer and that he wouldn't pay attention to the reacher's words any longer.
Therefore, one should try to use only those words the pupil knows.

Words should be used unambigiously to avoid drawing the pupil into a wrong direction. Complex sentences should be avoided, because they are often incomprehensible and make the auditor falling asleep.

Prefer simplicity and pithiness to complexity and verbosity.

It is a matter of fact that the language depends on the learning group; the teacher has the task to find out an apt language level and keep it up.

b) The lesson has to be a whole and it should be clearly structured. The teacher should think about this, when he prepares the lesson.

The teacher becomes a "signpost" that helps the pupil to keep his goal and to inform the students of those partial goals.
Partial successes motivate the pupil and avoid that the interest in the whole gets lost.
If you teach a pupil this way, he knows exactly what the lesson is about.

c) The teacher has to orientate along natural imaginations. Thus, the pupil gets a clear imagination of the facts and is not led into the dimension of floating, i.e., a totally new territory. In other words, the pupil is always able to compare the new things to the old ones, he is not overcharged.

d) Closely related to this point is, that well known structures should be connected. To bring it into a rule one could say: from the well-known to the unknown.

e) There is another point you should pay attention to. This point isn't difficult to understand because of the statements mentioned above.

The lesson is structured into several steps. The structure is to point out to the pupil. The teacher has to prove his steps, that means he has to find out, whether the pupils achieved the wanted step or not. Partial goals should be pointed out at this point.

We carried out this experiment several times in our laboratory. The following main difficulty occurred:
I was tried to give a general view; partial steps, however, were explained in their beginning only. This led to the following situations: the teacher didn't know exactly how to go on; he has involved more and more into details. The pupils, overcharged by the graph, began to be amused at the teacher's insecurity. Soon they recognized that the problem couldn't be solved and lost the interest in the whole experiment.

Certainly there is an extreme situation in the laboratory, so that the insolubility of the problem had been taken into account right from the beginning. But there is no doubt that it won't be easy for a teacher to achieve his goal in the normal classroom situation.

In the following chapter I would like to make some remarks on another ability, the ability of "listening".

If you ask pupils which are the most important qualities of a "good teacher" from their points of view, they will mention first of all the ability of explaining. But also very often they will say: "He (she) has to be able to enter into our ideas." Not so often they mention the necessary condition without which the teacher can't help and support them: he must be able to listen to what they say. Everybody, who wants to teach should know how to accept and understand the pupils' remarks during the lesson.

A reason for the little attention that is paid to the ability of listening may be that it doesn't take place often enough in classroom teaching. Am I wrong when saying that pupils know their teachers as lecturers more than as patient listeners? So pupils see their teachers in a certain role; within this role the ability of listening isn't a very important feature, so that it doesn't occur in the expectations pupils have in a "good teacher".

Listening is a kind of behavior that each teacher can learn; listening is an ability without that he can't be the "good teacher", every pupil wants. Pedagogically sensible listening is a certain behavior in the classroom-teaching that shouldn't occur only then, when the teacher listens carefully and full of attention to the pupil's report, essay or description. After all, this has to be managed "didactically conscious", too.

Pupils who want to tell their teachers about an incident with their cat or about a quarrel with other pupils, would keep quiet as soon as they notice that the listener's sympathy is misplaced, because he only pretends to be interested, but in reality thinks of something quite different ("more important").

This "pretending of listening" proves as irresponsible, if the pupil wants to express his ideas or if he wants to speak about his troubles. Different therapeutical techniques of communication point out the relieving value of the partner's readiness to listen. It is the partner's interest that makes the other one speak.

In classroom teaching those situations may occur, but they don't mark the course of the lesson. In classroom teaching a specific kind of listening is important. The teacher should show sensibility to the pupils' spontaneous ideas and remarks, and also to the sense that is behind their incomplete expressions.

You can train the "ability of listening", if you make yourselves conscious of the following elements:

1. Pupils' expressions are evidences for their thoughts.
2. As soon as pupils notice the teacher's interest in their thoughts, ideas, and conclusions, they will express them and won't express "trial balloons".
3. As soon as the pupils become conscious of the made hypotheses, they'll tell their teacher and the other pupils the origin or the connections between their thoughts.

According to that the following "skills" should be trained:

A Recognizing of evidences for thoughts
Task: Compare your presumptions about pupils' thoughts taped during a teaching sequence with the comments of the respective pupils during the analysis of the tape.

B Showing interest
Task: Play with your pupils different listener roles: listening to a story; an interrogating policeman is listening; a doctor, who wants to make a diagnosis, listens to the patient, etc.

C Paying attention to hypotheses

Task: Hand the pupils in your own lessons cards with the letter H, as soon as they express a hypothesis. Listen carefully how the pupils react on your handing them the cards and listen what kind of "examination" of the various hypotheses develops.

D Testing steadily the teaching concept

Task: Mark the points within a teaching sequence, whereever the teacher makes efforts to go on in the subject. Think about the question where and how he could and should change his concept in a useful way!

In the end I would like you to allow me to give some hints concerning the ability of "questioning". This ability is as popular as problematical in didactics.

In classroom teaching it is usual to call each step of the lesson that is concerned with teacher questioning "questioning-developing". This means: developing by a chain of interrogative sentences. Thereby it makes no difference, whether it is a conversation or a groupwork: if the pupils' activities are directed or supported by teacher questioning or if there comes up a pattern of alternated teacher questioning and pupils' response we call this the "questioning-developing method".

If we have a look at the teacher-pupil-interaction of this method, the "questioning", to be sure, immediately becomes obvious, but we don't know, whether the pupil only reproduces or whether he thinks and "develops" in a transitive or even productive way.

In distinction to: "the lecture" or "the sermon" the interrogarive method is well known as the method of Socrates (See the Menon-dialogue).

The mäeutic wants to "elucidate" latent right answers and comprehensions by skilful questioning. The questions are asked in such a manner that the pupil often can react only with agreement, disagreement of uncertainty.

After all, the questioner is at the same time the very person that develops,

but, nevertheless, the pupil develops as well and inspite of mistakes he will be able to solve the problem at last by thinking with the teacher step by step.

This method, however, is very useful at least in individual tuition, because it requires a permanent feed-back of the single pupil. But:

There are some grave deficiencies in using the interrogative method in classroom teaching:

1.- The teacher is "fixed on results". He wants "to lead" the pupil straight to the aim he formulated before.
- This he wants to achieve by "close" interrogative sentences. His didactical analysis is reduced to decompose the teaching subject under aspects of comprehension.
- The subject is put to pieces in such a manner that the scope of answers is reduced and the level of answers is low.
- Often the following step can't be done without the former one.

Conclusion: - The pupil is given certain patterns of answers;
- he is drilled in catch-phrases (the teacher wants to hear);
- thinking is reduced to verbalism (oneword-sentences are frequently used).

2.- even if the teacher asks "wide (open)" questions for instance: a "developing" is encumbered with his fixed results and his ambition to dominate.
- The teacher assesses the pupils' answers; by correcting questions he blocks up the pupils' thoughts.
- These thoughts may be of some value in the process of developing, but the teacher's and pubil's intention or interpretation of the subject are on different levels; they have a different mode of speech.
- Often the teacher listens to the different suggestions without commenting on them and then, at last, he selects the one that is fitting for his conception (the pupil as a supplier of suggestions).

Conclusion: If the teacher interrupts the pupil's thoughts by immediate corrections or selection, he frustrates the pupil. In future the pupil will try to satisfy the teacher by mentioning those things the teacher wants to hear. When doing this the pupil isn't convinced that his own opinion is objectively wrong.

These have been the two couples of deficiencies. Now, at the end, let me finish by mentioning the three important approaches towards realizing the idea of development:

1. - The material itself, the very substance, should come up for discussion; it should be selected in such a manner that it raises questions leading to the teaching objection. The pupil should watch (- interprete - ask - find) solutions and come step by step to a methodology that is not given by the teacher.
   - What the teacher needs most of all is: time and patience.

3. - The teacher should not be fixed upon "the right" and at once interrupt the pupil by correcting him; wrong understanding should not be stifled in its beginnings. A mistake should be corrected when the whole idea of the pupil has become obvious.
   - The pupils should get so much responsibility that they could correct each other and thus come sensibly ("judiciously") to a right result (this was named by Popper "possibility of falsification").

lessons / aspects of communication	introduction	intentions	organisation	control
action pupil (LEARNING STRUCTURE)	constructive listening	going down with the p.	assisting to find ways	guiding to exercise
-subject (Struct. of the Subj.)	informating	explaining	defining, specifying	controlling
interaction - teacher versus pupil	motivating	questioning	giving tasks	judging
- teacher versus group	integrating	moderating	operating	solving conflicts

ACTORS / LEVELS	PERSONS	PROCEDURES	
	1	2	
SURFACE	Language	routine	world
	3	3	
DEEP STRUCTURE	ego-identity	social structure	values

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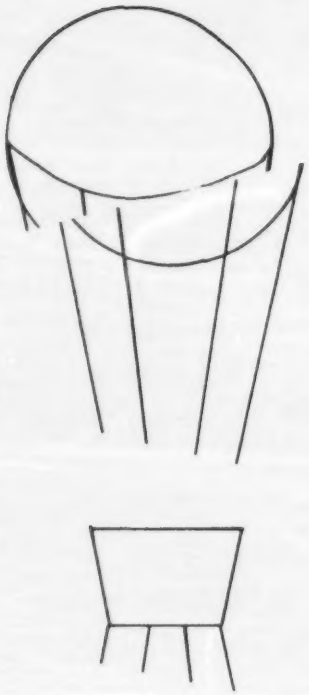

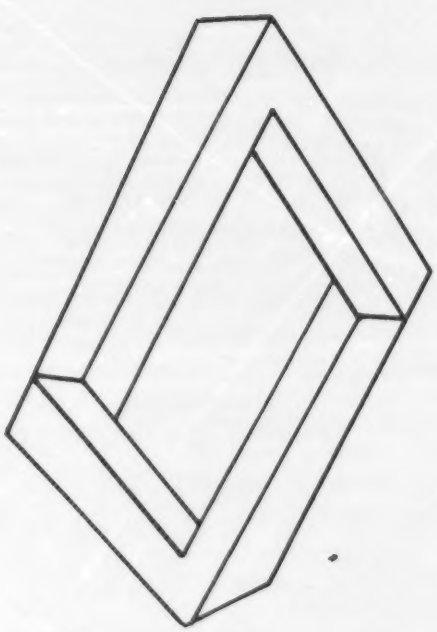

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